Collins Elementary

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

| School Contact Information (School Year 2018—19)	
School Name	Collins Elementary
Street	1224 Pinole Valley Rd.
City, State, Zip	Pinole, Ca, 94564-1300
Phone Number	510-231-1446
Principal	Denise Pinney
E-mail Address	dpinney@wccusd.net
County-District-School (CDS) Code	07617966004659

Last updated: 1/10/2019

School Description and Mission Statement (School Year 2018—19)

Margaret Collins Elementary School is a small neighborhood school with a diverse population of approximately 350 students. We house kindergarten through sixth grade students and special education classes for preschool and kindergarten through sixth grade students. Our staff is fully credentialed and we pride ourselves on community connection, parent involvement and enrichment activities. We work hard on subject areas, language arts, math, science, and history; but we also make learning engaging by providing art, computers and other hands on applications. We are focusing our energy and efforts on math, using technology. We are broadening our enrichment activities to include on-line learning, social emotional learning and our mission is to educate the whole child.

Last updated: 1/8/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	40
Grade 1	46
Grade 2	52
Grade 3	48
Grade 4	36
Grade 5	49
Grade 6	61
Total Enrollment	332
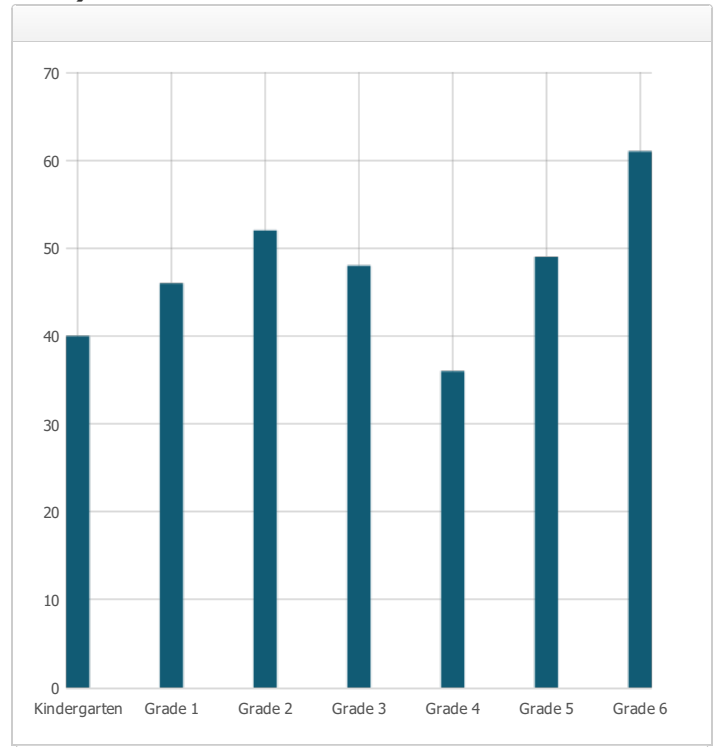
Last updated: 1/22/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	18.7 %
American Indian or Alaska Native	%
Asian	15.1 %
Filipino	12.7 %
Hispanic or Latino	32.2 %
Native Hawaiian or Pacific Islander	%
White	14.8 %
Two or More Races	6.6 %
Other	-0.1 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	62.3 %
English Learners	19.0 %
Students with Disabilities	14.8 %
Foster Youth	0.6 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	18	17	17	1211
Without Full Credential	0	0	2	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10
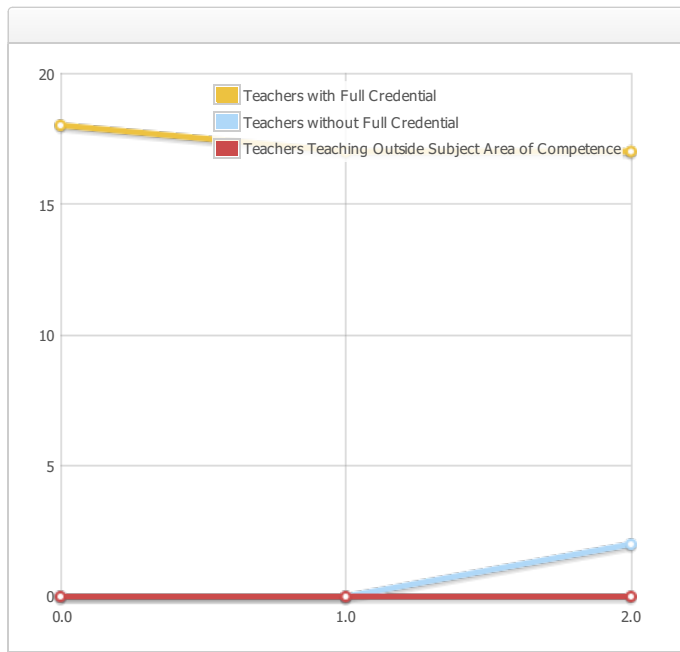
Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
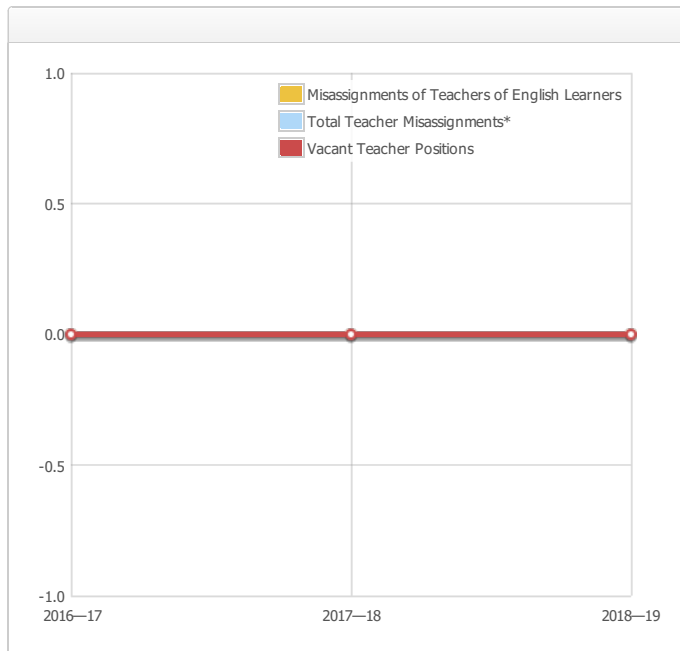
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures and Triumphs, c2010 - adopted 2012 *new adoption planned for 2019-20	Yes	0.0 %
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0.0 %
Science	Scott Foresman Science, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 6/1/2019

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Replace the ceiling tiles (Room 17, 21, 1) Repair the rotted floor (Portable 42) Repair wood sash under the window by room 17 (Hallway by room 17)
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Place a "Girls" sign on the restroom (Girls restroom by room 6) Repair the restroom partition boots at the bottom (Girls restroom by room 6) Tighten loose faucet (Girls MPR restroom) Water faucet has no pressure (Playground) The faucet is leaking on the drinking fountain (Room 16)
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Repair the plywood at the exterior siding and the 1x4 trim by the ramp (Portable 39) Screw the wood to the ramp (Room 35)
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Repair the big play structure mats and steps (Playground) Repair the mats on the small play structure (Playground) Repair the door closer arm (Unisex restroom by the office) Check the back exterior windows; there is evidence of leaking (Exterior) Paint the door and window sills or replace the sill with Formica (Cafeteria) Replace the blinds or shades (Portable 39) Replace door holder (Room 4) Replace exterior door (Room 28)

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Good

Last updated: 6/27/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	34.0%	36.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	27.0%	28.0%	25.0%	24.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/22/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	186	178	95.70%	35.96%
Male	92	89	96.74%	33.71%
Female	94	89	94.68%	38.20%
Black or African American	38	37	97.37%	16.22%
American Indian or Alaska Native				
Asian	28	27	96.43%	48.15%
Filipino	25	23	92.00%	43.48%
Hispanic or Latino	55	52	94.55%	30.77%
Native Hawaiian or Pacific Islander				
White	26	26	100.00%	50.00%
Two or More Races	14	13	92.86%	46.15%
Socioeconomically Disadvantaged	128	122	95.31%	31.15%
English Learners	62	59	95.16%	38.98%
Students with Disabilities	28	28	100.00%	3.57%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/22/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	186	181	97.31%	27.62%
Male	92	90	97.83%	30.00%
Female	94	91	96.81%	25.27%
Black or African American	38	37	97.37%	5.41%
American Indian or Alaska Native				
Asian	28	28	100.00%	50.00%
Filipino	25	24	96.00%	33.33%
Hispanic or Latino	55	54	98.18%	24.07%
Native Hawaiian or Pacific Islander				
White	26	25	96.15%	36.00%
Two or More Races	14	13	92.86%	30.77%
Socioeconomically Disadvantaged	128	124	96.88%	22.58%
English Learners	62	61	98.39%	27.87%
Students with Disabilities	27	27	100.00%	7.41%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/22/2019

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	8.7%	21.7%	15.2%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/22/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

We have a powerful partnership with our parents and have the support of an active PTA. Some of the Parent Activities include, but are not limited to:

• Monthly Newsletter with events and information relating to school, student attendance, health and wellness, calendar, etc.

• Monthly Awards Assemblies with parent invitation for those students who are receiving awards, and during those mornings, we have a parent/principal gatherings with refreshment and conversation.

• All parents can participate in family fun nights, fund-raising and school improvements events. There are many voluntary opportunities for parents to participate in classroom activities such as Library, Computer Lab, small group instruction, as well as study trips and evening activities. Parents help with gardening, painting, art projects, etc.

• Monthly Family Fun Nights include a welcome back luau, Halloween haunted hallway, United Nations night, Dr. Seuss Birthday party, movie nights, science fair, raffle and silent auction, art show.

• Early Back Round Up offers parents an opportunity to come to the school in early August to meet teachers, get wish lists, meet other families and share in the "Dad's Club" bar-b-que. Back to School Night: Parents and students meet with teachers to learn grade level and teacher expectations (in fall).

• Open House: Parents can visit their students' current classrooms and other grade levels (in spring). In addition to visiting classrooms, incoming kindergarten parents are invited to visit and meet the parents, visit our art show and meet the Collins Community.

• Science Night and Fair in collaboration with Pinole Valley High School Science Club

• Family literacy and math nights

• English Learners Advisory Council and School Site Council

• School Community Outreach Worker

SCHOOL SITE COUNCIL: Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	3.1%	3.7%	6.4%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
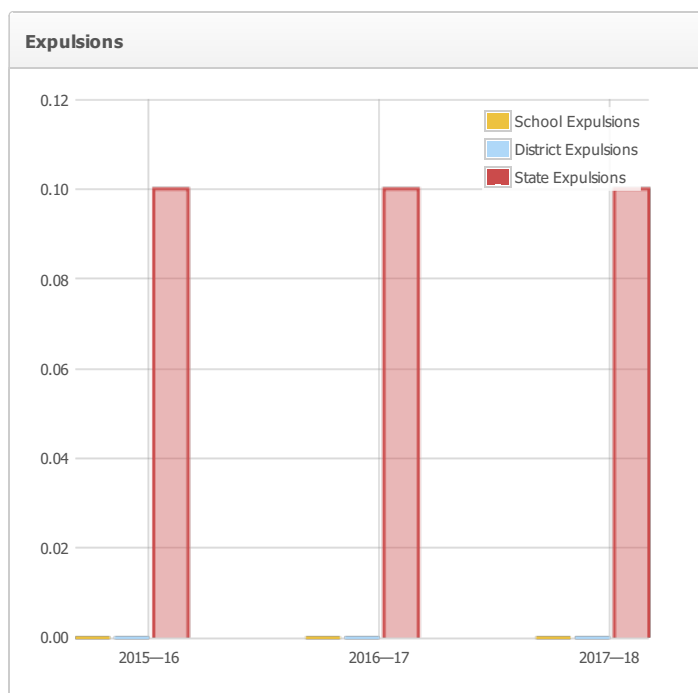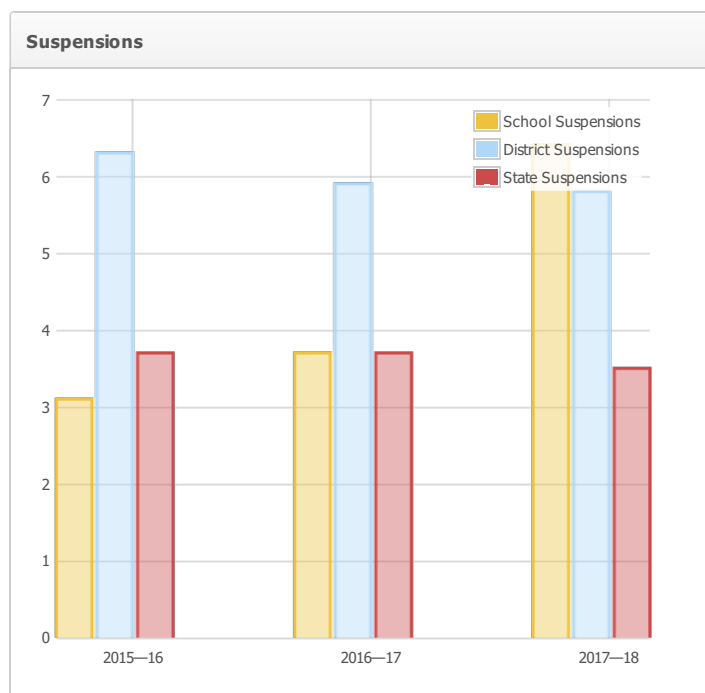
Last updated: 1/22/2019

School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER),Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	1	2	
1	25.0		2	
2	22.0		2	
3	23.0		2	
4	28.0		2	
5	22.0		2	
6	26.0		2	
Other**	11.0	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	2		
1	23.0		2	
2	23.0		2	
3	23.0		2	
4	23.0		2	
5	28.0		2	
6	23.0	1		1
Other**	11.0	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	2		
1	22.0		2	
2	24.0		2	
3	18.0	1	2	
4	25.0		1	
5	28.0		2	
6	22.0	1	2	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9065.7	$3168.1	$5897.6	$68607.0
District	N/A	N/A	$7722.4	$67686.4
Percent Difference – School Site and District	N/A	N/A	26.8%	1.4%
State	N/A	N/A	$7125.0	$80764.0
Percent Difference – School Site and State	N/A	N/A	10.9%	-16.3%

Note: Cells with N/A values do not require data.

Last updated: 1/25/2019

Types of Services Funded (Fiscal Year 2017—18)

The following are programs/services available at the school that support and assist students:

- LIBRARY SUPPLIES
- MUSIC INSTRUCTION
- ART SUPPLIES
- BAY AREA COMMUNITY RESOURCES
- PARENT APPRECIATION
- SPORTING GOODS PE SUPPLIES
- INTERSECTION FOR THE ARTS
- IXL LEARNING

Last updated: 1/9/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,519	$47,903
Mid-Range Teacher Salary	$67,069	$74,481
Highest Teacher Salary	$90,000	$98,269
Average Principal Salary (Elementary)	$103,642	$123,495
Average Principal Salary (Middle)	$112,513	$129,482
Average Principal Salary (High)	$126,076	$142,414
Superintendent Salary	$260,000	$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
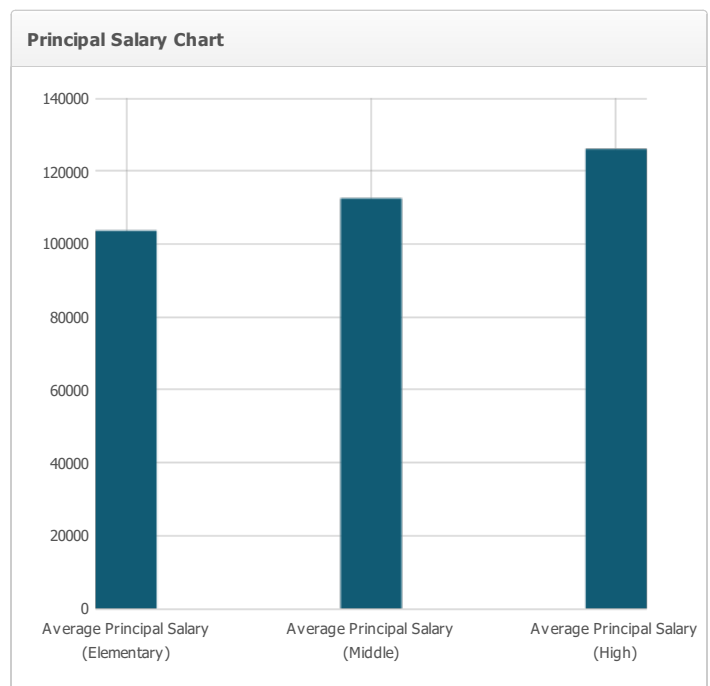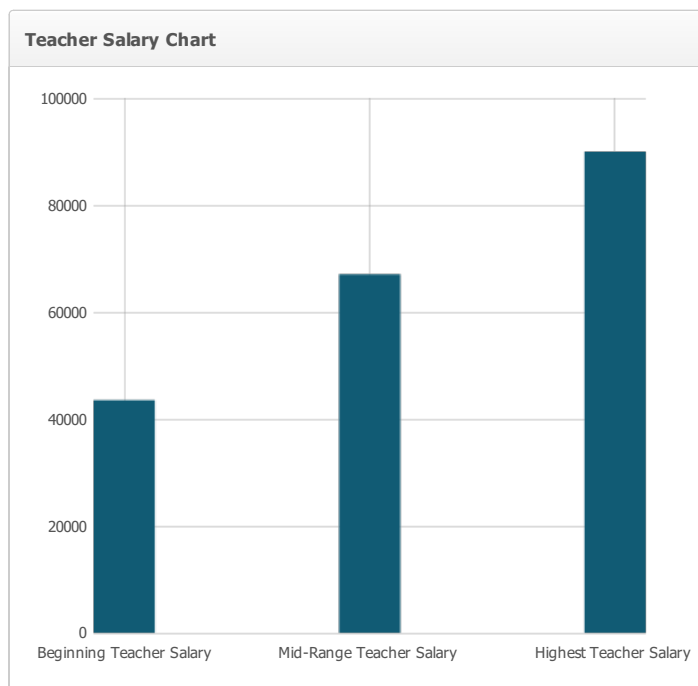
Last updated: 1/22/2019

Professional Development

Ongoing collaboration allows grade-level teams to address issues of instruction and achievement. The principal provides collaboration, mostly centered on data-driven instruction. Each trimester, teacher teams, principal and resource specialists meet to discuss data and target students for specific learning outcomes and support. District provided training around STEM subjects. Collins teachers participate in Community Educational Resources training in Science. Six teachers are developing best practices in Teacher College Writing Program and will become lead teachers in following years. Collins has purchased IXL, an online supplemental math and language arts program. Collins is one of 12 schools piloting the PBIS (Positive Behavior Intervention Supports) program. Teachers are participating in building strong, explicit expectations for student behaviors and positive rewards and praise for meeting those expectations. We are also implementing Sanford Harmony, a social emotional program that helps students express needs, communicate with peers and adults and feel empowered and heard.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, teachers, administrators and other personnel engage in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards-based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction, and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

Last updated: 1/8/2019